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ABSTRACT

Three basal reading series, levels kindergarten through grade three, were studied to categorize the types of literature each contained. The following series were analyzed: "The Headway Program" (Open Court Publishing Company), "Series r Macmillan Reading," and "Basics in Reading" (Scott, Foresman and Company). It was hypothesized that basal readers contain insufficient amounts of "good literature," which was defined as quality literature that could be classified into categories determined by experts in the field of children's literature: (1) poetry and verse, (2) picture stories, (3) folk tales, (4) fairy tales, (5) myths, (6) fables and legends, (7) fantasy, (8) history, (9) realism, and (10) informational literature. Stories in the readers were classified according to these categories. An analysis of the results indicated that both the Macmillan and the Scott, Foresman series were found to provide insufficient amounts and variety of quality literature which could be classified into categories determined by experts in the field of children's literature. Open Court's series provided the greatest variety, although it was less than acceptable in some categories. The findings suggest that more research is necessary to improve the quality and content of basal readers. (References are included. An extensive listing of the contents of each textbook examined is appended.) (SKC)

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Children's Literature in the Basals

by

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TABLE OF CONTENTS

		Page
I	Abstract	ii
II	List of Tables	iii
III	Children's Literature in the Basals	
	Introduction	1.
	Hypothesis	2.
	Definitions	2.
	Assumptions	2.
	Limitations	2.
	Procedures and Samples	3.
	Results	5.
	Conclusions and Implications	7.
IV	Children's Literature in the Basals: Related Literature	9.
V	References	18.
VI	Appendix	20.

ABSTRACT

A study of three basal reading series, levels kindergarten through grade three, was undertaken to categorize the types of literature each contained. The series were The Headway Program, Open Court Publishing Company (1985), Series r Macmillan Reading (1983), and Scott, Foresman and Company's Basics in Reading (1981).

An analysis of the results indicated that both the Macmillan and the Scott, Foresman series were found to provide insufficient amounts and variety of quality literature which could be classified into categories determined by experts in the field of children's literature. Open Court's series provided the greatest variety. More research is necessary to improve the quality and content of basal readers.

LIST OF TABLES

Table		Page
I	Grand Totals for Literature Categories in the Basal Series Grades K-3	5.
II	Totals for Literature Categories at Grade Levels	6.

The field of children's literature covers a vast area of accomplishment that informs and delights. As one looks around at the children's section, one becomes aware of the great profusion of books considered to be suitable literature for children (Georgiou, 1969). Beatrice Huxley (in Georgiou, 1969) referring to the field of children's literature states:

> The scope of literature includes stories of real people of today and yesterday; realistic and fiction tales; stories of animals, machines, and inventions; stories dealing with the world of nature; stories depicting everyday experiences of children at home and abroad; stories of mirth and magic, of fools and silly dolts; tall tales of legendary heroes whose audacious feats afford children a peek into the folklore of a nation; biographies of men and women who have made their indelible imprint upon the history.

Facing the array of books, the student of children's literature needs an understanding of the divisions or categories into which these books fall. Basically, the literature may be classified according to two major divisions, fiction and non-fiction. However, under these two major categories, numerous smaller divisions may be made.

Surveying Arbuthnot's categories (1964), Lonsdale and Mackintosh's (1973), Bator's (1983), and Georgiou's (1969), it becomes evident that the following headings are generally acceptable as smaller divisions: poetry and verse; picture stories; folk tales; fairy tales; myths; fables and legends; fantasy; history; realism; and finally, informational literature.

Divisions classify the vast number of books that represent the kinds of works that provide literary experiences for young readers (Georgiou, 1969).

Charlotte S. Huck, in her book Children's Literature in the Elementary School (1976), indicates that "literature is the imaginative shaping of life and thought." Mary Hill Arbuthnot (1964) would agree and stated that "Books are no substitute for living, but they add immeasurably to its richness."

There seems to be little question that good literature for children, through its originality, form, style, characterization, plot and beauty, is of value to children and should be present in books they read (Georgiou, 1969). To what extent is good literature present in the ubiquitous material used as the basis for most reading instruction in the United States? Criticism of basals is legion on this point, yet little objective evidence is provided to indicate whether this criticism is valid.

The application of our knowledge of the field of children's literature to content analysis and, if warranted, the improvement of the basal reading series, seems to be a desirable goal for educators.

Though the teacher is the most important element in the teaching of reading, we as professionals must be cognizant of the important role basal readers play as well. Because of their extensive use, basals should be studied for the quality of their content.

HYPOTHESIS

To provide more evidence on this issue, the following study was undertaken. It was hypothesized that basal reading series are lacking in sufficient amounts and variety of "good literature" for children.

DEFINITIONS, ASSUMPTIONS AND LIMITATIONS

"Good literature" for children is operationally defined as literature that can be classified into these divisions: poetry and verse; picture stories; folk tales; fairy tales; myths; fables and legends;

fantasy; history; realism; and informational literature.

It is assumed that literature which can be classified under the aforementioned headings/divisions would be appealing to most children.

This study was limited to the following series: Scott, Foresman, Open Court, and Macmillan. Only levels kindergarten through grade three were categorized and counted.

PROCEDURES AND SAMPLES

Literature was analyzed in this research for its presence and category in the basal readers: The Headway Program, Open Court Publishing Company (1985) for it claims, as one of its goals, to contain literature of value; Series r Macmillan Reading (1983) was chosen because it, too, claims to contain literature of value and interest to children; and Scott, Foresman and Company's Basics in Reading (1981) was selected because it is a leading seller. The Scott, Foresman series and the Macmillan series have also received national commercial promotion and all three series have current copyright dates. These criteria for selection were modeled after those Durkin (1981) used in her study of comprehension in the basal readers (Durkin, 1981 in Sorenson, 1982).

Each element and story in each reader were read and classified into the following categories: poetry and verse; picture stories; folk tales; fairy tales; myths; fables and legends; fantasy; history; realism; informational literature; and finally, miscellaneous. The numbers and percentages were then tabulated for each category in each series.

The list of books in these series is as follows:

OPEN COURT	GRADE/LEVEL
Willy the Wisher	K
The Blue Book	1-A

The Gold Book	1-B
On a Blue Hill	1
A Flint Holds Fire	2-1
From Sea to Sea	2-2
The Place Called Morning	3-1
Cities All About	3-2

SERIES r MACMILLAN READING	GRADE/LEVEL
You Can	Preprimer[1]-4
I Can, Too	Preprimer[2]-5
We Can Read	Preprimer[3]-6
Opening Doors	Primer-7/8
Rainbow World	1-9/10
Magic Times	2-1
Mirror Images	2-2
Secrets and Surprises	3-1
Full Circle	3-2

SCOTT, FORESMAN	GRADE/LEVEL
Hello Sunshine	K-K
Away We Go	1-1
Taking Off	1-2A
Going Up	1-2B
On Our Own	1-2C
Hang on to Your Hats	1-3
Kick Up Your Heels	1-4

Rainbow Shower	2-5
Crystal Kingdom	2-6
Hidden Wonders	3-7
Golden Secrets	3-8

RESULTS

As is presented in Table I, it was discovered that over 60% (61.1)

Table I

Grand Totals for Literature Categories in the Basal Series Grades K-3

Categories	Macmillan 1983		Open Court 1985		Scott, Foresman 1981	
Fairy Tales	4	1.9%	17	5.2%	7	1.7%
Folk Tales	10	4.8%	25	7.6%	14	3.5%
Myths	1	.5%	2	.6%	1	.2%
Fables/Legends	2	1.0%	27	8.6%	4	1.0%
Modern Fantasy	21	10.0%	9	2.8%	67	16.6%
Picture Stories	7	3.4%	0	0%	7	1.7%
Poetry/Verse	64	30.8%	134	41.0%	95	23.6%
Realistic Stories	63	30.3%	10	3.1%	157	39.0%
Historical Stories	4	2.0%	8	2.4%	3	.7%
Informational Stories	20	10.0%	77	23.5%	34	8.4%
Miscellaneous	12	5.8%	17	5.2%	14	3.4%
GRAND TOTALS	208		326		403	

of the stories and elements contained in Macmillan's Series r program were a combination of realistic stories and poetry unlike the Scott, Foresman program which contained over 60% (62.6) realistic stories combined with poetry. Open Court's The Headway Program was found to contain over 60% (64.5) informational stories and elements in combination with poetry.

Macmillan contained over 30% (30.8) poetry and verse; Open Court, over 40% (41.0) poetry and verse; and Scott, Foresman, over 20% (23.6) poetry and verse.

Open Court was found to contain the greatest number of fairy tales, folk tales, myths, fables and legends, poetry and verse, historical stories, informational stories, and even the greatest number of elements in the miscellaneous category. However, Open Court contained no picture stories, whereas Macmillan and Scott, Foresman each contained seven. These were found at the kindergarten and grade one levels, as seen in Table II below.

Table II

Totals for Literature Categories at Grade Levels

Series	Fairy Tales	Folk Tales	Myths	Fables/Legends	Modern Fantasy	Picture Stories	Poetry/Verse	Realistic Stories	Historical Stories	Informational Stories	Miscellaneous
KINDERGARTEN											
Macmillan	0	0	0	0	0	6	2	0	0	0	1
Open Court	0	0	0	0	0	0	0	0	0	0	1

Scott, Foresman	0	3	0	0	0	1	33	1	0	1	1
GRADE 1											
Macmillan	2	1	0	0	11	1	28	25	0	5	2
Open Court	2	10	0	7	4	0	68	2	0	6	2
Scott, Foresman	3	9	1	4	24	6	33	78	0	6	8
GRADE 2											
Macmillan	2	5	0	2	6	0	18	17	2	3	3
Open Court	10	12	1	8	3	0	45	6	5	32	0
Scott, Foresman	0	2	0	0	22	0	17	48	0	8	4
GRADE 3											
Macmillan	0	4	1	0	4	0	16	21	2	12	6
Open Court	5	3	1	12	2	0	21	2	3	39	14
Scott, Foresman	4	0	0	0	21	0	12	30	3	19	1

Open Court had the lowest number of percentage of modern fantasy stories, as can be seen in Table I.

Open Court was also comprised of the lowest number and percentage of realistic stories, i.e. -3%. Both Macmillan and Scott, Foresman were composed of over 30% realistic stories.

CONCLUSIONS AND IMPLICATIONS

It was hypothesized that currently popular basal reading series are lacking in regard to the amount and variety of "good literature" they present to children. The results of this study support the hypothesis when Scott, Foresman and Company's Basics in Reading (1981) and Macmillan's Series r Macmillan (1983) were examined.

Both Macmillan and Scott, Foresman series were found to be less than adequate in quantity as well as variety when analyzed with attention to

the major categories outlined in this research.

Open Court's The Headway Program presented the greatest variety, although it, too, was less than acceptable in some categories.

Educators should be aware of limitations of the basal readers and should adjust teaching practices accordingly. Perhaps teachers could supplement the Scott, Foresman or Macmillan readers with quality literature relating to the subjects already presented in the series.

Children's Literature in the Basals:

Related Literature

Basal readers have been the most popular reading material in our schools for over one hundred and twenty-five years (Farr and Roser, 1979 in Morrow, 1982). According to Chall (1967 in Seymour and others, 1983), 80 to 90% of American schools use basals to teach youngsters to read. Some of these basals stress comprehension, some skills and some literary value (Smith and Johnson, 1980), although many basals have been criticized for their lack of literary quality (Morrow, 1982).

Bettelheim and Zelan (1982 in Clary and Smith, 1986) did a study in which they asked children how they felt about books used in their reading instruction. "Without exception, the children complained about how stupid the stories in their basic readers had been, and said how much they hated having to read them."

For this reason, Tierney (1984 in Clary and Smith, 1986) urges that publishers provide evidence that materials have been used successfully by students.

Basals have also been criticized for their lack of variety of plots. A study done by Morrow (1982) revealed that 87% of the selections in six current series were restricted to episodic selections or to confrontations and some had no plot at all.

Hansen (1984) comments that she has observed reading to be a difficult task for youngsters when they're not given good literature with well-developed characters, plot and settings that they can identify with. Comprehension and interest has risen in her classroom when literature aforementioned was provided for children.

According to Georgiou (1969), fine literature can aid in meeting children's needs and is therefore of great importance because its aims include the following:

(1) to afford opportunities for children to explore their own worlds of seeing, thinking and feeling

(2) to invite children to savor life in a different world or to feel the emotions of someone else

(3) to transmit moral values

(4) to provide opportunities to see oneself in characters present in the literature

(5) to preserve and communicate from one generation to the next

(6) to broaden aesthetic perception

(7) to explore various contributions and ways of life to provide a "universal life"

(8) to provide experiences outside of one's limited experiences

(9) to stress themes of natural interest to children with structure and style, beauty and vitality.

Many theorists of socialization (for example, Berger and Luckman, 1967; Cicourel, 1974 in Freebody and Baker, 1985) further support the use of good literature and attribute a central role to language as the way "reality is constructed." In other words, a child's view of the world may be formulated through language he experiences, either verbally or in books, and it is therefore worthy of examination.

Not enough attention has been paid to the part played by texts in the induction of children into the ways of thinking and knowing (Czaplinski, 1972; Willows, Barwick, and Hayvren, 1981 in Freebody and Baker, 1985).

Rummelhart (1975 in Dalton, 1984) found that children develop a notion of a story format very early in development. This may aid children with the thinking skill of inferencing. Stories which conform to the

format of: Setting, Initiating Event, Internal Response, Consequence, and Reaction are easier for children to understand and it is therefore easier for them to make inferences.

Also, Stein and Glenn(1979 in Dalton, 1984) have found that younger children tend to rank consequences as more important than the cause, i.e. Initiating Event. This finding is compatible with Piaget's thinking that younger children have a tendency to judge moral problems on an "extent of the damage basis." The point is that for young children, moral judgments are apparently related to cognitive development. Contained in good children's literature is an abundance of stories with potential for moral problem solving and innumerable opportunities for the development of thinking on the inferential, as well as on the critical levels.

Professor Leland Jacobs (1961) asserts that there is a link between good literature and humankind. He points out that:

> Life in its continuous flow, period into period, generation to generation, is illuminated, and though one may be alone in the flesh, he is inextricably related to others who walked their lone ways in the past. For a child, through fiction, to feel his place in the great sweep of human destiny and to link it with others now gone is a big, big experience, one that both enlightens and matures the beholder.

Since much of the time spent in reading in school is in basal readers, how else will the average child obtain such experiences as Jacobs suggests?

Charlotte S. Huck (1976) contends that as a nation, we have neglected to help children discover such experiences as described by Jacobs.

Huck asserts that as a nation, we have become so concerned with the teaching of skills that we have failed to provide materials necessary to stimulate a love of books She states that literature for children should have an important place in the curriculum.

Otto and Smith (1980) state that, "It is unfortunate but true that pupils who have well-developed reading skills are seldom, if ever, inspired by the literature they read in school."

Gilbert Highet (in Cook, Caldwell and Christiansen, 1967) also stated that the young need to be taught good literature and that "it is not necessary to glorify a good subject" but that a teacher must explain the merits of reading good literature and provide a suitable background for it.

Burton (1935) in his book Prose and Poetry further states that good literature is of interest for all times and should be presented to children in their reading materials.

McCracken and McCracken (1972) promote the thinking that the difference between good literature and ordinary literature is that good literature "is not tarnished by repetition" for "it gains a patina from use." They cite Peter Rabbit, 'Twas the Night Before Christmas, as well as, Make Way for Ducklings as examples of good literature that children love and that will live on and on through exposure to it. Literature such as this should be included in the basal readers.

Armbruster (1984 in Holbrook, 1985) cites many excerpts from basal readers that have been ever so simplified and made dull by "dumbing down" the language. For example, he cites a basal adaption of "The Shoemaker and the Elves" in which the words "shoes", "elves" and "shoemaker" never appear in print.

Anderson Armbruster and Kantor (1980 in Holbrook, 1985) found that when short, simple sentences are used instead of longer, more complex ones, meanings of the relationships become more vague to the reader. Young readers may be forced to make connections through their own experiences which may not be possible at their level.

Another important criticism of basal readers is that in approximately 40% of the state and local textbook selection guidelines, readability is a major component. With little attention being paid to the content of the material, many prominent critics are suggesting that texts selected as a result of their readability are not a solution to the problem of poor texts but are, in actuality, contributing to the problem (Bridgman, 1984 in Holbrook, 1985).

Egan (1983) further adds that authors are forcing good literary material into certain abstract ideals of simplicity, which underestimate children's oral language and which make the material itself "lifeless." Egan supports the use of quality literature in its original form in children's readers for simplifying them, as basals so often do, makes the words "fodder for vocabulary drill" and the content become merely a series of propositions which leave the teacher and the student to merely answer how many dwarfs were there.

Durkin (1980) contends that bringing good literature to children is of special importance and that it is another source of motivation for the reader.

Farr and Raser (1979 in Morrow, 1982) comment on the subject of motivation in relation to children's literature and the basals state that it is necessary to study basals for the quality of their material and to determine if the selections are of interest to children. Morrow (1982)

adds that if children have an interest in what they read, they are more likely to pursue reading with enjoyment and comprehension.

Morrow (1983) further states that there is a positive correlation between a teacher's use of literature and a child's use of literature in the classroom. A teacher's use of good literature is a motivating force for children.

Arbuthnot (1964), in her work Children and Books, further promotes the use of good literature for children. She contends that when life is difficult, books afford us with an opportunity for a "momentary release" and that this is true for adults, as well as for children. Arbuthnot also believes that certain basic needs are common to most people and that books address these needs. For example, the child is forever seeking to maintain a balance between social approval and personal happiness. Stories whose characters deal with this problem can help the child work out his own balance.

Dr. Bruno Bettelheim (1976), in his book The Uses of Enchantment, states that fantasy in children's literature may help children deal with the psychological traumas of growing up. He asserts that a child must become familiar with his unconscious through fantasizing, daydreaming, and arranging elements in his conscious mind through the stories he hears and reads. When promoting the use of the fairy tale as an aid in meeting the needs of children, he states:

> This is exactly the message that fairy tales get across to the child in manifold form: that a struggle against severe difficulties in life is unavoidable, is an intrinsic part of human existence - but that if one does not shy away, but steadfastly

> meets unexpected and often unjust hardships, one masters all obstacles and at the end emerges victorious.

Literature which falls under the headings of fairy tale, folk tale, myth, legend and fable is referred to as clearly "distant story genres" because they do not deal with the "here and now"; rather, they deal with distant times (Mitchell, 1921 in Sippola, 1982). However, Bettelheim (1976) strongly suggests that this type of literature be included in children's reading material because it aids children in dealing with their deep inner conflicts. He feels that primitive needs and drives for such things as security, food and love are addressed in this "distant story genre" literature. Bettelheim further adds that children are no longer reared within the security of an extended family and it is therefore necessary to provide them with the images of heroes who make their way in the world, despite obstacles.

Applebee (1978 in Sippola, 1982) suggests that "By being involved less directly in the story, a person may be able to find solutions to predicaments which otherwise might not even by acknowledged."

Huck (1976) provides additional support for using tales of fantasy with primary readers. She states that "Fantasy helps the child to develop imagination...to conceive of alternate ways of life" and "to entertain new ideas."

Many researchers on the other hand support the use of more modern fantasy and realism in today's reading material for children (Soppola, 1982). Mitchell (1921 in Sippola, 1982) promotes the use of realism in primary grade materials because it doesn't confuse younger children as she believes distant story genre might.

In light of the aforementioned opinions on distant story genres and

on realism, it seems sensible that a balance of both be included in basal readers (Sippola, 1982).

Poetry is another valuable category in children's literature because it permits a child's imagination to outstrip his understanding. "His emotions carry him far beyond the narrow reach of his intelligence. He has but one lesson to learn - the lesson of enjoyment." (Methuen 1948 in Georgiou, 1969) Also, there is a general agreement among literary critics that "poetry" indicates creation. It expresses feelings and meaning in manners not always possible in prose (Georgiou, 1969).

Historical stories is a category in children's literature which invite readers to live an adventure of the past vicariously. In this way, readers can meet characters, witness past events, and recapture the flavor of bygone eras (Georgiou,1969).

Frederick (1954 in Georgiou, 1969) states when describing in particular historical fiction that:

> Spectacle is the word that expresses the essence of traditional historical romance; spectacle as distinguished from drama. In the best of historical romance the spectacle has meaning: in its totality it achieves grasp of an age, illustration of a general truth of human nature.

An example of this would be The Door in the Wall, a story that makes life in England during the Middle Ages come to life (Georgiou, 1969).

Realistic stories comprise a large category in children's literature, which include animal stories, stories about family life and family problems and solutions, stories of the sea and sports stories. Stories such as The Adventures of Huckleberry Finn and Little Women are forerunners

to today's realistic stories.

Stories of informational literature are of worth because "a child seeks answers to a multitude of questions" according to Georgiou (1969). Because there are so many things to explore and to investigate, it is not surprising that a child is attracted to books which clarify and explain. Stories which deal in mathematics, science, biography, fine arts, holidays, hobbies and social studies would all fall under this category (Georgiou, 1969).

Another highly specialized category of children's literature is the picture story. Georgiou (1969) states that "a child's initial approach to a picture book is a literary one" and that "he expects the pictures to tell him what he cannot as yet read for himself." Later, when his curiosity has been aroused, he will begin to engage in the act of reading (Georgiou, 1969).

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APPENDIX

MACMILLAN BASALS K-3 1983

Fairy Tales

	LEVEL
"The Elves and the Shoemaker"	P7-8
"The Princess and the Pea" (play form)	L9-10
"Lucky and the Giant" (modern)	L11-12
"Five in a Pod"	L13-14

TOTAL: 4

Folk Tales

"A Present for the Queen" (modern folk tale)	L9-10
"Taro and the Bamboo Shoot"	L11-12
"Soup for the King" (play form - modern folk tale)	L13-14
"The Knee-High Man"	L13-14
"Sticks, Stones"	L13-14
"The Ghost Catcher"	L13-14
"The Fisherman Under the Sea"	L15-16
"Why the Sun and the Moon Live in the Sky"	L15-16
"The Mixing Stick"	L15-16
"Sillibill" (modern folk tale)	L17-18

TOTAL: 10

Myths

"The Hammer of Thunder"	L15-16

TOTAL: 1

Legends and Fables

"The Dog and the Bone"	L13-14
"Fun With Fables" (introduction and fable)	L13-14

TOTAL: 2

Picture Stories

	LEVEL
"Suzy's Day"	P7-8

TOTAL: 1

Modern Fantasy

"Jump Up, Jump Down"	PP4
"Nan"	PP4
"The Park"	PP5
"The Bus and the Funny Things"	PP5
"City"	PP6
"Little Bear and the Umbrella"	PP6
"Mouse Wants a Friend"	P7-8
"Little Blue and Little Yellow"	L9-10
"The Song of Little Frog"	L9-10
"Sing Along"	L9-10
"Little Leroy"	L9-10
"The Little Brown Bear"	L11-12
"Winifred"	L11-12
"The Dragon in the Dark Box"	L11-12
"The Magic Alligator"	L11-12
"Impossible Possum"	L13-14
"Gordon the Goat"	L13-14
"The Little Green Man"	L15-16
"What's the Matter with Thurman"	L17-18
"Walter in Love"	L17-18
"Make Way for Ducklings"	L17-18

TOTAL: 21

Poetry and Verse

	LEVEL
"Reading"	PP4
"Sometimes"	PP4
"Catch a Little Rhyme"	PP5
"How to Tell the Top of a Hill"	PP6
"Who Is So Pretty"	P7-8
"I Wish I Had a Diamond"	P7-8
"Slow Pokes"	P7-8
"The Secret Place"	P7-8
"Things in the Pool"	P7-8
"The Wheels on the Bus Go Round and Round"	P7-8
"I Woke Up One Morning"	P7-8
"If I Were a Sandwich"	P7-8
"I Wonder How It Feels to Fly"	P7-8
"Look"	P7-8
"Tree House"	P7-8
"Colors"	L9-10
"Laugh"	L9-10
"Red"	L9-10
"Sing Along"	L9-10
"Blue"	L9-10
"The School of Fish"	L9-10
"Brother"	L9-10
"Yellow"	L9-10
"The Cat Came Back"	L9-10
"Okay Everybody"	L9-10

"This Is My Rock"	L9-10
"Look What I Have"	L9-10
"You, Whose Day It Is"	L9-10
"Giant"	L11-12
"I Stand on the Rock"	L11-12
"Undefeated"	L11-12
"Fields"	L11-12
"Be Careful"	L11-12
"I Hear Night Sounds"	L11-12
"I Hear Day Sounds"	L11-12
"The Furry Ones"	L11-12
"Beach"	L11-12
"The Swing"	L13-14
"Bed in Summer"	L13-14
"Always the Same"	L13-14
"My Farm"	L13-14
"Who Am I"	L13-14
"Rain Pools"	L13-14
"I Don't Know Why"	L13-14
"What Someone Said When He Was Spanked on the Day Before His Birthday"	L13-14
"Poetry of the Papago Indian Tribe"	L13-14
"Space"	L15-16
"Shells"	L15-16
"Spaces and Places"	L15-16
"Somersaults and Headstands"	L15-16
"I never say I'm always right"	L15-16

"Sudden Storm"	L15-16
"You, You, Caribou"	L17-18
"Butterfly Wings"	L17-18
"Over in the Meadow"	L17-18
"Don't Tell Me That I Talk Too Much"	L17-18
"The River Is a Piece of Sky"	L17-18
"Adventures of Isabel"	L17-18
"The Sound of Night"	L17-18
"A Hippo Yawned"	L17-18
"Hit and Run"	L17-18
"Where does the butterfly go when it rains?"	L17-18

TOTAL: 62

Historical Stories

	LEVEL
"A Surprise for Abe"	L11-12
"Beatrix Potter"	L11-12
"The Girl Who Found a Dragon"	L17-18
"The Great Fish"	L17-18

TOTAL: 4

Realistic Stories

"You Can"	PP4
"Ride"	PP4
"Who Rides"	PP4
"Big Dog, Little Dog"	PP4
"Hats"	PP5
"Ben and the Fish"	PP5
"The Car"	PP5

"Ben the Bird"	PP6
"Ted Paints"	PP6
"Little Red"	PP6
"The Party"	PP6
"The Happy Woman"	P7-8
"Izzy"	P7-8
"The House in the Woods"	P7-8
"Here I Come"	P7-8
"A Surprise for Grandma"	P7-8
"Johns' Day"	P7-8
"Silly Sam"	P7-8
"Rico and the Red Pony"	L9-10
"A Baby for Nicky"	L9-10
"The Fall Leaves"	L9-10
"Never Great"	L9-10
"Uncle Harry"	L9-10
"Betsy"	L9-10
"Just Awful"	L9-10
"The Story Grandmother Told"	L11-12
"Mindy Gets a Surprise"	L11-12
"Rachel"	L11-12
"Where's the Dog"	L11-12
"Carmen"	L11-12
"Henry's Pennies"	L11-12
"I Have Feelings"	L11-12
"Keep Running, Allen"	L11-12
"One Pet Too Many"	L11-12

"The Little Boys and the Birthdays"	L11-12
"Something to Share"	L13-14
"What's Fun Without a Friend"	L13-14
"Tall Tina"	L13-14
"The Fastest Quitter in Town"	L13-14
"The Magic Mirror"	L13-14
"New Friends"	L13-14
"Dick Thompson - The Selfish Boy"	L13-14
"Beany and Her New Recorder"	L15-16
"A Special Day"	L15-16
"The Summer House Secret"	L15-16
"Max"	L15-16
"The Big Pile of Dirt"	L15-16
"A Special Kind of Help"	L15-16
"Mrs. Tibbett's Typewriter"	L15-16
"The Bravest Babysitter"	L15-16
"The Jar of Tassai"	L15-16
"The Good Guys and the Bad Guys"	L15-16
"Phoebe's First Duet"	L17-18
"The Rooster Who Understood Japanese"	L17-18
"Hot Enough for You"	L17-18
"Margarita's Gift"	L17-18
"The Case of the Whistling Ghost"	L17-18
"Debbie, Ann, and Norman"	L17-18
"The Ultimate Auto"	L17-18
"Growing Time"	L17-18
"Simon Boom Gives a Wedding"	L17-18

"Harlequin and the Gift of Many Colors"	L17-18
"The Friendship Game"	L17-18

TOTAL: 63

Information

	LEVEL
"The Park"	PP4
"The Zoo"	PP5
"In the Country"	PP6
"In School Again"	P7-8
"In the Water"	L9-10
"Clouds"	L11-12
"Listen"	L11-12
"Self-Portraits"	L13-14
"The Sights and Sounds of an Artist"	L13-14
"The Aquanauts"	L15-16
"Rain or Shine"	L15-16
"Aloha Hawaii"	L15-16
"Monsters of the Middle Ages"	L15-16
"Bright , Noisy Magic"	L15-16
"The Mexican Museum"	L15-16
"Famous Firsts"	L17-18
"Dr. Naismith's Game"	L17-18
"Alaska"	L17-18
"Nyurka the Walrus"	L17-18
"Origami"	L17-18

TOTAL: 20

Miscellaneous

	LEVEL
"Rosa and Her Shadow" (figurative language)	P7-8
"The Donkey Knows" (play)	P7-8
"The Bremen Town Musicians" (play)	L11-12
"Robert Louis Stevenson" (one page biographical note)	L13-14
"Roberto Clemente: The Star from Puerto Rico" (biography)	L13-14
"The King Who Rained" (figurative speech)	L15-16
"Quiet Magic" (biographical)	L15-16
"Pablo Picasso" (biographical)	L17-18
"Silent Visitor" (journal writing)	L17-18
"What Does a Two-Hundred Pound Mouse Say?" (jokes)	L17-18
"As Wise As An Owl" (figurative language)	L17-18

TOTAL: 11

OPEN COURT

Fairy Tales

	LEVEL
"The Three Bears"	1-C
"The Wishing Book"	1-C
"Sleeping Beauty"	2-1
"The Three Wishes" (Swedish)	2-1
"The Sweet Pudding"	2-1
"The Bremen Town Musicians"	2-1
"The Emperor's New Clothes"	2-1
"The Shoemaker and the Elves"	2-1
"The Real Princess"	2-2

"Rumplestiltskin"	2-2
"Patrick O'Donnell and the Leprechaun"	2-2
"The Frog Prince"	2-2
"Snow White and the Seven Dwarfs"	3-1
"Beauty and the Beast" (French)	3-2
"The Snow Maiden" (Russian)	3-2
"Makulu" (African)	3-2
"The Story of Issumboshi"	3-2

TOTAL: 17

Folk Tales

	LEVEL
"Goblin Story" (modern)	1-C
"The Little Red Hen" (English)	1-C
"The House that Jack Built"	1-C
"The Old Woman and Her Pig" (English)	1-C
"The Gingerbread Boy" (American)	1-C
"The Three Billy Goats Gruff"	1-C
"Why the Magpie's Nest Is Not Well Built" (American)	1-C
"Granny and Her Elephant" (Jataka)	1-C
"Dick Whittington and His Cat" (English)	1-C
"Hill of Fire" (modern/Mexican)	1-C
"Giacco and His Bean" (Italian)	2-1
"A Story of a Turnip"	2-1
"The Happy Robin and the Gloomy Raven"	2-1
"The Dog Gellert" (Welsh)	2-1
"The Tale of the Clever Deer" (Chinese)	2-1

"The Wolf and the Seven Kids"	2-1
"The Bird, the Mouse, and the Bat"	2-1
"The Ox Who Won the Forfeit" (Indian)	2-1
"Why the Bear Has a Short Tail" (American)	2-1
"Androcles and the Lion" (Classical)	2-1
"The Monkeys" (Indian)	2-1
"The Adventures of Tom Thumb" (English)	2-2
"Love Like Salt"	3-1
"The Umbrella"	3-1
"The General and the Arrows" (Chinese)	3-2

TOTAL: 25

Myths

	LEVEL
"The Riddle of the Sphinx" (Greek)	2-1
"The Boy Who Flew Too Close to the Sun" (Greek)	3-1

TOTAL: 2

Legends and Fables

"The Fox and the Grapes"	1-C
"The Hare and the Tortoise"	1-C
"The Rich Man and the Poor Tailor"	1-C
"The Plum Pit"	1-C
"The Lion and the Mouse"	1-C
"The Little Engine That Could"	1-C
"The Man, the Boy, and the Donkey"	1-C
"The Camel's Nose"	2-1
"The Ants and the Grasshopper"	2-1
"The Bundle of Sticks"	2-1

"The Fox and the Crow"	2-1
"Hot and Cold from One Mouth"	2-1
"The Quarrel" (old)	2-1
"The Wind and the Sun"	2-2
"Johnny Appleseed"	2-2
"The Lion in His Den"	3-1
"The Deer" (old)	3-1
"The Great Minu" (African)	3-1
"The Boy Who Cried Wolf"	3-1
"King Arthur" (English)	3-2
"Siegfried and the Dragon" (German)	3-2
"The Story of the Wooden Horse" (Greek)	3-2
"Romulus and Remus" (Roman)	3-2
"The Blind Men and the Elephant" (old)	3-2
"The Dutch Boy and the Dike" (Dutch)	3-2
"Alexander and His Horse" (Greek)	3-2
"William Tell" (Swiss)	3-2

TOTAL: 27

Picture Stories

TOTAL: 0

Modern Fantasy

	LEVEL
"Everyone Has a Job"	1-C
"The Purple Cow"	1-C
"Little Green Riding Hood"	1-C
"The Garden"	1-C
"The Busy Workers" (play form)	2-1

"The Boy and the Worm"	2-1
"The Tale of Peter Rabbit"	2-1
"Pinocchio"	3-1
"Winnie-the-Pooh"	3-1

TOTAL: 9

Poetry and Verse

	LEVEL
"Rain, Rain"	1-A/B
"The Pancake"	1-A/B
"Pat-a-Cake"	1-A/B
"Jack Sprat"	1-A/B
"Pease Porridge"	1-A/B
"I See the Moon"	1-A/B
"Hector Protector"	1-A/B
"Simple Simon"	1-A/B
"Three Wise Men"	1-A/B
"Starlight"	1-A/B
"Auk, Auk"	1-A/B
"Three Little Kittens"	1-A/B
"Little Jack Horner"	1-A/B
"There's a Neat Little Clock"	1-A/B
"Old King Cole"	1-A/B
"A Goat One Day"	1-A/B
"This Little Pig"	1-A/B
"By Boat, By Train"	1-A/B
"Baa, Baa Black Sheep"	1-A/B

"I Painted"	1-A/B
"The Biggest Patient"	1-A/B
"Little Drops of Water"	1-A/B
"Jack, Be Nimble"	1-A/B
"The Centipede"	1-A/B
"The Lion and the Unicorn"	1-A/B
"To Market, To Market"	1-A/B
"The King of France"	1-A/B
"The Teeth"	1-A/B
"See-Saw Sacradown"	1-A/B
"There Was a Little Girl"	1-A/B
"Mr. Finney's Turnip"	1-A/B
"Dr. Foster"	1-A/B
"Special Things to Learn"	1-A/B
"The Whole Duty of Children"	1-A/B
"Diddle, Diddle"	1-A/B
"Humpty, Dumpty"	1-A/B
"Two Legs Sat Upon Three Legs"	1-A/B
"I Went Up One Pair of Stairs"	1-A/B
"As I Was Going to Saint Ives"	1-A/B
"The Pessimist"	1-A/B
"There Was a Crooked Man"	1-A/B
"Eletelephony"	1-A/B
"Pussycat, Pussycat"	1-A/B
"Rainy Day"	1-A/B
"A Great Splish Splash"	1-C

"The Little Turtle"	1-C
"I Am Rose"	1-C
"Five Little Squirrels"	1-C
"The Swing"	1-C
"Old Mother Hubbard"	1-C
"Daddy's Nursery Rhyme"	1-C
"A Sailor Went to Sea"	1-C
"The Barnyard"	1-C
"Cock Crow in the Morn"	1-C
"Boats and Coats"	1-C
"Little Jack Pumpkin Face"	1-C
"Hearts Are Like Doors"	1-C
"Betty Botter"	1-C
"Clouds"	1-C
"Vern"	1-C
"Me, Myself and I"	1-C
"Rain"	1-C
"Similes"	1-C
"Blow, Wind, Blow"	1-C
"A Kite"	1-C
"The Elf and the Dormouse"	1-C
"Fairies"	1-C
"Go Little Book"	1-C
"A Book Is a Pleasure"	2-1
"Say Well and Do Well"	2-1
"The Squirrel"	2-1
"Poor Old Lady"	2-1

"Happiness"	2-1
"A Bird Came Down the Walk"	2-1
"I'm Glad the Sky"	2-1
"Who Has Seen the Wind"	2-1
"An Autumn Riddle"	2-1
"Who Loves the Trees Best?"	2-1
"The Cow"	2-1
"Thanksgiving Day"	2-1
"The Racgoon's Tail"	2-1
"We've Read"	2-1
"Kind Hearts Are Gardens"	2-1
"An Emerald Is as Green as Grass"	2-1
"Otto"	2-1
"Tracks in the Snow"	2-1
"The Garden Year"	2-1
"Thirty Days..."	2-1
"How Creatures Move"	2-1
"The Elephant's Trunk"	2-1
"I Had a Nickel"	2-1
"The Goops"	2-1
"We're Readers"	2-1
"Good, Better, Best"	2-1
"The Table and the Chair"	2-1
"I Saw a Ship A-Sailing"	2-1
"The Crocodile"	2-1
"What Makes a Poem?"	2-1
"The Falling Star"	2-1

"Sing a Song of People"	2-1
"Fog"	2-1
"April Rain Song"	2-1
"Bear in There"	2-1
"Backward Rhyme"	2-2
"The North Wind Doth Blow"	2-2
"Good Tidings"	2-2
"Raindrops"	2-2
"Way Down South"	2-2
"Drill We Tarriers"	2-2
"Good Morning, Merry Sunshine"	2-2
"The Horse and the Flea"	2-2
"How Many Seconds in a Minute?"	2-2
"Follow the Drinking Gourd"	2-2
"My Shadow"	3-1
"The Owl and the Pussycat"	3-1
"Peas"	3-1
"Narcissa"	3-1
"Boa Constrictor"	3-1
"The Owl"	3-1
"Two Cats"	3-1
"Happy Thought"	3-1
"A Good Thanksgiving"	3-1
"The Coming of Morning"	3-1
"The Man in the Moon"	3-1
"Stopping By Woods on a Snowy Evening"	3-1
"The Night Before Christmas"	3-1

"The Lost Shoe "	3-2
"Home-Thoughts from Abroad"	3-2
"What Did You Learn at the Zoo?"	3-2
"Pippa's Song"	3-2
"Springtime"	3-2
"The Land of Counterpane"	3-2
"Daffodils"	3-2
"Mummy Slept Late and Daddy Fixed Breakfast"	3-2

TOTAL: 134

Realistic

	LEVEL
"Beth Learns to Write"	1-C
"The Story of the Red Envelopes"	1-C
"Norma the Caterpillar"	2-1
"A Parakeet Named Dreidel"	2-1
"Christmas Is Coming"	2-1
"A Birthday Surprise"	2-1
"Sam"	2-1
"George Washington's Breakfast"	2-2
"Mandy's Grandmother"	3-1
"The Dead Tree"	3-1

TOTAL: 10

Information

	LEVEL
"The Oak Tree"	1-C
"The Pine Tree"	1-c

"Clouds Tell the Story"	1-C
"Selma Burke"	1-C
"Jane Goodall"	1-C
"Do You Ever Wonder?"	1-C
"A Starry Night"	2-1
"Birdwatching"	2-1
"Seeds and Civilization"	2-1
"Our Country"	2-2
"How America Was Discovered"	2-2
"Pocahontas and Captain John Smith"	2-2
"The Indians"	2-2
"The Indians of the East"	2-2
"The Plains Indians"	2-2
"The Indians of the Northwest"	2-2
"Other Indians"	2-2
"The Pilgrims"	2-2
"The First Thanksgiving"	2-2
"Early Explorers of Our Country"	2-2
"Our Country's Birthday"	2-2
"How Our Country Became Free"	2-2
"Lewis and Clarke"	2-2
"Pioneers Go West in Covered Wagons"	2-2
"The Great Pacific Railroad"	2-2
"Nathan Hale"	2-2
"Benjamin Franklin"	2-2
"How Thomas Jefferson Learned"	2-2
"America's First Painter"	2-2

"Harriet Tubman"	2-2
"Abraham Lincoln"	2-2
"Our Capital"	2-2
"Thurgood Marshall"	2-2
"Susan B. Anthony"	2-2
"The First American in Orbit"	2-2
"Roberto Clemente"	2-2
"Leontyne Price"	2-2
"Uncle Sam"	2-2
"Cleopatra"	3-1
"Boadicea"	3-1
"Mary Queen of Scots"	3-1
"Father Hidalgo"	3-1
"The Lady with the Lamp"	3-1
"Martin Luther King"	3-1
"The Wonderful Alphabet"	3-1
"The Invention of Printing"	3-1
"Capernicus and Galileo"	3-1
"The Moon"	3-1
"The Nine Wanderers"	3-1
"Marie Curie"	3-1
"Dona Felisa"	3-1
"Ludwig von Beethoven: A Song in a Silent World"	3-1
"Rachel Carson"	3-1
"Margaret Bourke-White"	3-1
"The World and Its People"	3-2

"How the World Looks"	3-2
"Europe"	3-2
"The British Isles"	3-2
"France"	3-2
"Germany"	3-2
"The Soviet Union"	3-2
"Greece"	3-2
"Italy"	3-2
"Africa"	3-2
"Asia"	3-2
"The Holy Land"	3-2
"India"	3-2
"China"	3-2
"Australia"	3-2
"Antarctica"	3-2
"South America"	3-2
"North America"	3-2
"Mexico"	3-2
"Cortes and Montezuma"	3-2
"Canada"	3-2
"Home Again"	3-2
"The First Trip Around the World"	3-2

TOTAL: 77

Historical

	LEVEL
"The Tardy Teacher" (Revolutionary War Times)	2-2

"The Story of Grandpa's Sled and the Pig"	2-2
"Ellis Island: The Golden Door"	2-2
"The American Flag"	2-2
"My First Buffalo Hunt"	2-2
"Robinson Crusoe"	3-1
"Winter in the Mountains"	3-1
"Madeleine of Castle Dangerous"	3-2

TOTAL: 8

Miscellaneous

	LEVEL
"Special Open-ended "Thinking Stories" (As referred to by the publisher)	K
"Millie and the Cowboy"	1-A/B
"The Tale of a Black Cat"	1-C
"David and Goliath" (Biblical)	3-1
"The Judgment of Solomon" (Biblical)	3-1
"A Voyage to the Moon" (Science Fiction)	3-1
Proverb	3-2
Proverb	3-2
Proverb	3-2
Proverb	3-2
Proverb	3-2
Proverb	3-2
"The Story of Noah and the Ark"	3-2
Proverb	3-2
Proverb	3-2
Proverb	3-2

Proverb	3-2

TOTAL: 17

SCOTT, FORESMAN

Fairy Tales

	LEVEL
"The Three Bears"	1-1
"The Elves and the Shoes"	1-4
"The Ugly Duckling"	1-4
"Jack and the Beanstalk"	3-7
"The Three Wonderful Seeds" (a modern fairy tale)	3-7
"The Emperor's New Clothes"	3-8
"The Queen Who Changed Places with the King" (a modern fairy tale)	3-8

TOTAL: 7

Folk Tales

"The Shoemaker and the Elves"	K-K
"The Little Red Hen"	K-K
"The Lion and the Mouse"	K-K
"The Three Wishes"	1-3
"TALK"	1-3
"The First Bluebird"	1-3
"The Turtle Who Talked Too Much"	1-3
"The Three Goats"	1-3
"What I Have to Give"	1-4
"The Four Know-Littles"	1-4
"Who Will Fill Up the Little House"	1-4
"Jomo Says Something Special"	1-4

"Stone Soup"	2-5
"The Magpie's Nest" (written in play form)	2-5

TOTAL: 14

Myths

	LEVEL
"The Mouse and the Winds" (a modern myth)	1-4

TOTAL: 1

Fables and Legends

"The Fox and the Crow"	1-1
"The Wind and the Sun"	1-4
"The Bird and the Pitcher"	1-4
"The Turtle and the Rabbit"	1-4

TOTAL: 4

Picture Stories

"Musical Instruments"	K-K
"Juan and Maria"	1-1
"Clown Picture Story"	1-1
"Three Picture Stories"	1-1
"Hippo Picture Story"	1-1
"Playground Scene"	1-1
"Three Picture Stories"	1-1

TOTAL: 7

Modern Fantasy

Untitled Story	1-1
Untitled Story	1-1
"The Great, Big, Enormous Turnip"	1-1
Untitled Story	1-1

Untitled Story	1-1
Untitled Story	1-1
"Can You Find It"	1-2A
"Red Socks, Green Socks"	1-2A
"I Can Play With You"	1-2A
"Fun for a Mouse and a Bird"	1-2A
"A Mouse for a House"	1-2A
"Find the Ball"	1-2B
"The Ball Game"	1-2B
"Giant Ben"	1-2B
"Are They People?"	1-2C
"Flying to Rome"	1-2C
"Going Away"	1-2C
"Mr. Rabbit and the Lovely Present"	1-3
"You Must Never Look Under the Bed"	1-3
"Lunch at the Zoo"	1-3
"Three Nights of Magic"	1-4
"Funny Mr. Dee"	1-4
"The Apple Tree Behind the House"	1-4
"Mr. Grumpy's Motor Car"	1-4
"The Garden"	2-5
Untitled Story	2-5
Untitled Story	2-5
"Millicent Maybe"	2-5
"Madge's Magic Show"	2-5
"That's What Friends Are For"	2-5
"The Flying Patchwork Quilt"	2-5

"Possum Was Fooled"	2-5
"The Magic Spectacles"	2-5
Untitled Story	2-5
"Two Good Friends"	2-5
"Benjamin Dilley's Thirsty Camel"	2-6
"Mr. Egbert Nosh"	2-6
Untitled Story	2-6
"Kid Dynobite"	2-6
"Giants Are Very Brave People"	2-6
"Angela and the Bear"	2-6
"Nothing Much Happened Today"	2-6
"The Way to Go"	2-6
Untitled Story	2-6
"The Alligator Under the Bed"	2-6
"The Great Blueness and Other Predicaments"	2-6
"You Look Ridiculous"	3-7
Untitled Story	3-7
Untitled Story	3-7
"Pecos Bill Rides a Tornado"	3-7
"What Happened and Why?"	3-7
"Pooh Goes Visiting"	3-7
"Chameleon Was a Spy"	3-7
"The Ultimate Auto"	3-7
"Figures of Speech"	3-7
"Understanding Story Characters"	3-7
Untitled Story	3-8
"Anya's Adventure"	3-8

"If I Rode a Dinosaur"	3-8
"Mr. Hare Takes Mr. Leopard for a Ride" (a play)	3-8
"The Baobab Automobile"	3-8
Untitled Story	3-8
Untitled Story	3-8
"The Anteater Named Arthur"	3-8
"What's a Ghost Going to Do?"	3-8
"The Answer-Backer Cure"	3-8
"Amos and Boris"	3-8

TOTAL: 67

Poetry and Verse

	LEVEL
"A Is for the Alphabet"	K-K
"City"	K-K
"Wishes"	K-K
"B"	K-K
"Cats"	K-K
"Diddlety..."	K-K
"Strange Footprints"	K-K
"The Goldfish"	K-K
"Ice"	K-K
"Kite Days"	K-K
"Little Jumping Joan"	K-K
"Lock and Key"	K-K
"The Circus Clown and the Circus Horse"	K-K
"The Woodpecker"	K-K
"The Man in the Moon"	K-K

"Mirror"	K-K
"Nicholas Ned"	K-K
"The Ostrich Is a Silly Bird"	K-K
"Sweet Porridge"	K-K
"Mix a Pancake"	K-K
"Questions"	K-K
"April Rain Song"	K-K
"Riddle, Riddle, Marie"	K-K
"Until I Saw the Sea"	K-K
"The Little Turtle"	K-K
"Toothbrush Song"	K-K
"Sleeping Outdoors"	K-K
"Vacation Time"	K-K
"Moving Stairs"	K-K
"The Jolly Woodchuck"	K-K
"Yards and Yards of Yellow Yarn"	K-K
"In Winter When It's Zero"	K-K
"Names"	K-K
"Duke of York"	1-1
"A Swing Song"	1-1
"Red Rover"	1-1
"Godfrey Gordon Gustavius Gore"	1-1
"Little Boy Blue"	1-1
"Humpty, Dumpty"	1-1
"Hey, diddle, diddle!"	1-1
Untitled Poem	1-1

"Teddy Bear"	1-1
"Naughty Nellie"	1-1
"Alphabet of Girls"	1-1
"Hickory, dickory, dock"	1-1
"A Little Boy..."	1-1
"SUNFLAKES"	1-2A
"House Moving"	1-2A
"Paint It All"	1-2A
"At the Zoo"	1-2B
"My Box"	1-2C
"Reading"	1-2C
"The Swing"	1-3
"My Uncle's Garden"	1-3
"The Big Sweep"	1-3
"The Tickle Rhyme"	1-3
"Baby Chick"	1-3
"Tomorrows"	1-3
"Bees"	1-3
"The Drinking Fountain"	1-4
"Play"	1-4
"The Ducks"	1-4
"Clouds"	1-4
"LIGHT"	1-4
"One of Each, Please"	1-4
"Very Lovely"	1-4
"Grandfather Frog"	2-5
"Keziah"	2-5

"Andre"	2-5
"I Meant to Do My Work Today"	2-5
"Old Cans, Boxes, Wire"	2-5
"The Kite"	2-5
Untitled Poem	2-5
"Fast and Slow"	2-5
"Eletelephony"	2-6
"Listening to Music"	2-6
"Cat Bath"	2-6
"Don't Hide"	2-6
"Beech Leaves"	2-6
"Crayons"	2-6
"Neighbors"	2-6
"At the Library"	2-6
"What is PINK?"	2-6
"What Am I?"	3-7
"Tuesday I Was Ten"	3-7
"Foreign Lands"	3-7
"My Puppy"	3-7
"Hiding"	3-7
"When I Grow Up"	3-7
"Before She Went Away"	3-8
"Song of the Train"	3-8
"The Rabbit and the Fox"	3-8
"Raining"	3-8
"The Hairy Dog"	3-8

"Thinking"	3-8

TOTAL: 95

Historical Stories

	LEVEL
"An Island Is Born"	3-7
Untitled Story	3-8
"Why Cowboys Sing in Texas"	3-8

TOTAL: 3

Realistic Stories

"Friends"	K-K
Untitled Story	1-1
Untitled Story	1-1
"Whistle for Willie"	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1
Untitled Story	1-1

Untitled Story	1-1
Untitled Story	1-1
"Can You Make It"	1-2A
"Bird Game"	1-2A
"A Boy, a Girl, and a Bird"	1-2A
"The New House"	1-2A
"Can they Go In?"	1-2A
"What I Want Is a Dog"	1-2A
"All the Paints I Want"	1-2A
"All the Shops"	1-2B
"Good for Animals"	1-2B
"Find the Animals"	1-2B
"What Is Gilbert?"	1-2B
"What Can We Play?"	1-2B
"Jars, Jars, Jars"	1-2B
"Finding Dan"	1-2B
"Sandy and Mandy"	1-2B
"Out They Come"	1-2B
"The New Shop"	1-2B
"Going Down to the Sea"	1-2B
"Lions to Ride"	1-2B
"Going to See the Animals"	1-2C
"Ships in Jars"	1-2C
"Is That the Animal?"	1-2C
"What Is It?"	1-2C
"What Is in the Box?"	1-2C

"Something for Carmen"	1-2C
"A Book for Brian"	1-2C
"Wishing"	1-2C
"Something New to Do"	1-2C
"Adam Knows It All"	1-2C
"Put It Together"	1-2C
"Working and Playing"	1-2C
"A Place to Play"	1-3
"Sam"	1-3
"Flying to the Zoo"	1-3
"One Day at Dave's"	1-3
"The Last Bag of Peanuts"	1-3
"The Thing"	1-3
"A City of People"	1-3
"Grandfather's Secret"	1-3
"Something About Kites"	1-3
"Sante Fe Festival"	1-3
"Big Red"	1-3
"The Picnic"	1-3
"Fire and Smoke"	1-3
"Lost and Found"	1-3
"Would You Like to Be a Fox?"	1-3
"Leave Herbert Alone"	1-3
"Look Out for Mr. Quills"	1-4
"Going Somewhere Special"	1-4
"From A to Z"	1-4

"How to Get Warm"	1-4
"What a Day!"	1-4
"How Can This Be?"	1-4
"My Own Foal"	1-4
"On Stage"	1-4
"The Fence"	1-4
"Jean Doesn't Need Help"	1-4
"You Never Know What You Will Find"	1-4
"Animals You Can't See"	1-4
Untitled Story	2-5
"Ebbie"	2-5
Untitled Story	2-5
Untitled Story	2-5
"A Dog for Maria"	2-5
"Do You Have the Time, Lydia?"	2-5
Untitled Story	2-5
Untitled Story	2-5
"The Big Enormous Carrot"	2-5
Untitled Story	2-5
Untitled Story	2-5
"Linda's Invention"	2-5
Untitled Story	2-5
Untitled Story	2-5
"QUBE TV"	2-5
"The Mysterious Shadow"	2-5
Untitled Story	2-5

Untitled Story	2-5
"Mario the Magnificent"	2-5
"The New Girl in School"	2-5
Untitled Story	2-5
Untitled Story	2-5
"Millie Ran Away"	2-5
"The One in the Middle Is the Green Kangaroo"	2-5
Untitled Story	2-6
Untitled Story	2-6
"Gabrielle and Selena"	2-6
"Figuring Out Words"	2-6
"Fidelia"	2-6
"The Surprise Party"	2-6
"A Report from the Zoo"	2-6
"Mr. Ling's Cat"	2-6
Untitled Story	2-6
Untitled Story	2-6
"Kate's Swimming Pool"	2-6
"Feelings in Stories"	2-6
"Grandpa, Me and Our House in the Tree"	2-6
"A Brand-New Beautiful Me"	2-6
"What's the Big Idea?"	2-6
"The Spider Plant"	2-6
"Navajo Pet"	2-6
"Learning the Meaning of a Word"	2-6
"Jenna's Newspaper"	2-6

"Eddie Couldn't Find the Elephants"	2-6
"A Quiet Place"	2-6
"Mystery Messages"	2-6
"Putting Clues Together"	2-6
Untitled Story	3-7
Untitled Story	3-7
"The Elephant Trainer"	3-7
"Delilah"	3-7
"Somebody Stole Second"	3-7
"The Private Eyes"	3-7
"Tall Tina"	3-7
"Mary of Mile 18"	3-7
"Peter's Brownstone House"	3-7
"Problems and Solutions"	3-7
"The Bravest Babysitter"	3-7
"The Case of the Broken Globe"	3-7
"Kevin Cloud, Cippewa Boy in the City"	3-7
"How Old Is Old?"	3-7
"Freckle Juice"	3-7
"The Great Hamster Hunt"	3-8
"Why Wasn't I Asked to the Party?"	3-8
"Engine Number Seven"	3-8
"I Have a Sister, My Sister Is Deaf"	3-8
"The Tree House"	3-8
"The Shoeshine Chair"	3-8
"Yagua Days"	3-8
"Petey"	3-8

Untitled Story	3-8
"My Grandpa and Me"	3-8
"The Skates of Uncle Richard"	3-8
"Patsy and the C.B."	3-8
"Identifying the Order of Events"	3-8
"Merlin and Merlin"	3-8

TOTAL: 157

Information

	LEVEL
"What Am I?"	K-K
"Growing Plants"	1-3
"Spiders and Webs"	1-3
"Weather People"	1-4
"Out of the Oven"	1-4
"At Home on the Ranch"	1-4
"Grand Teton National Park"	1-4
"Gwendolyn Brooks - A Child Alone"	2-5
"Sound Around Us"	2-5
"Plants Do Strange Things"	2-5
"How to Give a Magic Show"	2-5
"Everyday Music"	2-6
"Looking at Masks"	2-6
"Cover to Cover"	2-6
"On Your Mark, Get Set, Go!"	2-6
"Sally Ride: Scientist - Astronaut"	3-7
"How Is a Table Like You?"	3-7

"The Dance Theatre of Harlem"	3-7
"Wild Canada Geese"	3-7
"The Bicycle and How It Works"	3-7
"Kitchen Window Gardens"	3-7
"Weather Wisdom"	3-8
"Popular Inventions"	3-8
Untitled Story	3-8
Untitled Story	3-8
"Benjamin Banneker"	3-8
"The Pumpkin Tree"	3-8
Untitled Story	3-8
Untitled Story	3-8
Untitled Story	3-8
Untitled Story	3-8
Untitled Story	3-8
"Listening in on C.B."	3-8
"The Magic Tube"	3-8

TOTAL: 34

Miscellaneous

	LEVEL
"Betsy and Bobby"	K-K
"Alphabetic Sentences"	1-1
Sentences - pg. 66	1-1
Sentences - pg. 81	1-1
Sentences - pg. 83	1-1
Sentences - pg. 94	1-1

Sentences - pg. 101	1-1
Sentences - pg. 102	1-1
"A Place for Kip" (told from a dog's point of view)	1-3
"Word Puzzles"	2-5
"A Special Rock" (written in column form)	2-5
Sentences - pg. 232	2-5
Sentences - pg. 19	2-6
"Adding Prefixes to Words" (cartoon)	3-7

TOTAL: 14